



Discussion Group Packet

Film Discussion Guidelines

Next week you will be leading the class in a discussion of the film you just saw. In other words, you will be teaching the class. That's kind of scary at first, but most of the students who have done it really seemed to enjoy it and got a lot out of it. Most of the groups have done some very good things. Here are some guidelines to help you make your class successful:

- Plan enough activities to teach the entire class period. In reality I will need about 5-10 minutes at the end of class to talk about the next film, etc., but it is better for you to have too many activities than not enough.
- The most important thing about class discussion is to involve the class as much as possible. Some ways to do this:
 - Break the class up into small discussion groups of about 5 students to talk about questions you ask.
 - Write the questions you want students to discuss on the board and make sure they know what you want them to do.
 - When students are discussing among themselves all the members of your group should circulate around the room listening in on discussions to help students as necessary and to make sure that they are speaking English.
 - If students aren't responding to your questions it's OK to call on them anyway.
 - It's OK to use Chinese names when calling on students.
 - Have students stand when they talk. This makes it easier to hear them in the back of the room.
- Giving background information on the movie is OK but please don't use information from the textbook; students can read this for themselves. The internet is a great source of new information. Please limit background information and plot summaries to about 5 or 10 minutes.

Activities for Film Discussions

Important: All activities *must* be directly related to the movie. Party games and other activities not related to the movie are not allowed.

You can use any or none of these ideas; it's up to you:

1. Collect questions from other students in your class and put the questions into categories:
 - Scenes or things that happened in the movie that they did not understand or would like to know more about.
 - Slang and idiomatic expressions that they don't know. You should collect these questions before the class so you have time to research them.
 - Discussion questions they would like to talk about, i.e., the last question on the post-viewing homework. One good way to do this is to pass out a sheet of paper to each group and have them write at least one student-written discussion question from their post-viewing homework to discuss with the class.

Combine similar questions and then plan for some time during your class to discuss questions in each category.

2. Write up a summary of the movie plot and then print a copy for each group. Cut the copies into strips, one paragraph or sentence on each strip. Mix up the strips and give them to the groups. The groups have to put the strips in the right order.
3. Have students imagine what happened to the characters 5-10 years after the movie was over.
4. Have students write their own questions about the movie then ask them to the class.
5. For the last activity, ask every student in the class to rate the film in stars, 5 stars being great, 4 good, etc. and tell why they think so. Tally the number of stars on the board using English-type tally marks (||||).

Movie Script

You can find the script for this film at:

www.script-o-rama.com/movie_scripts/g/groundhog-day-script-transcript.html

How You Will Be Graded

Each member of the discussion group will be graded on a 10-point scale. In order to get all 10 points, you must follow the “Film Discussion Guidelines” in the front of this packet. In addition, you must do at least some of the following:

- Use questions provided by your classmates.
- Display some initiative and creativity in order to keep the class involved and interested in your class session.
- Avoid wasting time.
- Talk with your teacher before your discussion group’s presentation if you are unsure about what to do.
- Involve the class in some activities we haven’t seen before.
- Be well prepared, especially if you are presenting dialog or role plays.

Groundhog Day

Possible Topics for ESL Class Discussion

from www.eslnotes.com

1. What does this movie tell us about how things change?
2. How did Phil change as a person by knowing what was always going to happen?
3. Do you ever have strong feelings of *déjà vu*? Are they pleasant? Scary?
4. If you could know the future, would you want to? Why or why not?

from <http://teflchina.org/teach/general/groundhogDay.htm>

1. In what ways are we all like Phil at the start of the film? What are we dissatisfied about? Who do we feel superior to? In what ways are we selfish?
2. What can we learn from the film about how to deal with our own problems?
3. Is there anything "real" about this fantasy? In other words, can works of fiction (movies, books, etc.) sometimes tell deeper truths than more realistic works? How?
4. What do you need to do to win the heart of the one you love?

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1. *Groundhog Day* has been compared to *It's a Wonderful Life*. How are Phil and George Bailey alike? How are they different?
 2. Do you sometimes feel stuck in *Groundhog Day*, where every day is like every other day? Give some examples.
 3. What is the only thing Phil can change about each day? How does this fact change his day? What does this tell us about our lives?

Groundhog Day Movie Trivia

from <http://www.funtrivia.com>

1. What was the name of the cafe in Punxsutawney?
2. What was the television channel that Phil worked for?
3. What was the name of the high school that Nancy attended?
4. How much did Larry sell for at the man auction?
5. What do Phil and Rita toast to at the bar?
6. What color truck does Phil drive when he kidnaps the groundhog?
7. What was Phil making out of ice that impressed Rita and Larry?
8. What was Rita's favorite flavor of ice cream?
9. How much did Phil pay for piano lessons?
10. Who was Phil dressed as when he went to the movies?
11. What kind of chocolate does Rita not like?
12. Who was Nancy's high school English teacher?
13. How much money does Phil give the piano teacher to teach him to play the piano?
14. What is the profession of Felix and Herman?
15. The boy who always fell out of the tree always did what after Phil saved him?
16. What kind of ice cream does Phil offer Rita?
17. What does Phil tell Rita that he is at the restaurant before they are about to order breakfast?
18. At the beginning of the movie, they show Phil Connors doing the weather. What is the temperature for the nation's high on February 1?
19. Phil has been to Punxsutawney in previous years. How many times has he been there TOTAL to do the groundhog report?
20. Where is the bed and breakfast that Phil stays at located?